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Professional Competence of a Teacher as a Factor of Increasing the Quality of Preschool Education

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ANNOTATION

This article will be useful to methodologists, senior educators and educators of preschool educational institutions. It describes a system of methodological work to improve the quality of preschool education through increasing the professional competence of the teacher.

KEYWORDS: preschool education, teacher, competence, professional competence, quality improvement factor.

According to the state educational standard, the first stage of lifelong education is precisely preschool . In this regard, the problem of the quality of preschool education is very relevant. It's no secret that the quality of education directly depends on the professional competence of teachers. And in order to increase this very competence, first we need to figure out what it is? Let's take two key concepts "competence" and "competence" as a basis.

Turning to the pedagogical literature, we found that there is no single point of view on the content of concepts. So let's look at these concepts.

Competence - personal and interpersonal qualities, abilities, skills and knowledge, which are expressed in various forms and situations of work and social life. Competence is understood as the possession of an appropriate competence by a person, including his personal attitude towards it and the subject of activity.

Professional competence is understood as a set of professional and personal qualities necessary for successful pedagogical activity. The development of professional competence is the development of a creative individuality, susceptibility to pedagogical innovations, and the ability to adapt to a changing pedagogical environment.

The main components of professional competence are

intellectual and pedagogical competence;

communicative competence;

information competence;

reflective competence.

From all the above, it follows that today any specialist needs to have a certain set of competencies.

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From the position of A.A. Mayer, the teacher's professional competence model should contain knowledge about the structure of the educational process (goals, content, means, object, activity, result, etc.), about oneself as a subject of professional activity. It should also include experience in applying the techniques of professional activity and a creative component.

analyze the concept of professional competence of a teacher from the point of view of psychology (A.M. Borodich , R.S. Bure, M.I. Lisina, V.S. Mukhina, etc.), which will allow us to highlight several qualities that should be **have a modern teacher:**

desire for personal development and creativity;

motivation and willingness to innovate;

understanding of modern priorities of preschool education;

ability and need for reflection.

So, the professional competence of a preschool teacher is defined by us as the level of his knowledge and professionalism, which allows him to make the right decisions in each specific situation when organizing the pedagogical process in a preschool educational institution .

To date, teachers of a preschool educational institution are involved in an innovative process regarding updating the content of preschool education and the forms of its implementation in connection with the introduction of educational standards.

One of the most significant issues in this innovative activity is the introduction of the state educational standard for preschool education in preschool educational institutions.

The main forms of methodological work aimed at developing the competence of teachers to implement the state educational standard in a preschool educational institution **were:**

organization of individual and group consultations in order to provide methodological assistance to teachers (it is very important to get feedback from teachers, to discuss precisely those issues that cause difficulty);

organization of the activities of the "creative group" for the introduction of the state educational standard for preschool education ;

Self-education and self-improvement of knowledge of teachers (expansion and acquisition of new knowledge in the field of implementation of educational standards);

passing advanced training courses in the amount of at least 72 hours (they play an important role in the system of advanced training for teachers and in the educational process as a whole);

holding open events for the exchange of experience in pedagogical activity with teachers of the district, city (studying the best practices of teachers allows us to solve a number of tasks, such as: purposeful accumulation of pedagogical materials, analysis of the results of activities, description of interrelated work in a certain direction).

Thus, it can be assumed with a high degree of probability that the constant readiness of the teacher, that is, his ability to mobilize the available knowledge, skills and experience that are

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acquired in the process of educational activities and constitute his professional competence, and therefore, are a fundamental factor in improving the quality of preschool education.

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